



# Lenham Primary School

*Take Pride; Be Proud*

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## Teaching and Learning Policy

January 2022

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Written by	A McCluskey
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 Chair of Governors	

## **AIMS OF THE POLICY**

This policy, has been created by and agreed upon by the teaching staff and Governing Body.

At Lenham Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

## **PRINCIPLES OF TEACHING AND LEARNING**

Learning is the purpose of the whole school and is a shared commitment. At Lenham Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of personal excellence, respect, resilience, inspiration, determination, courage, friendship and equality.
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

## **Ethos**

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;

- reviewing personal and professional development in order to ensure a high level of professional expertise.

### **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- treating children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well-ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- being accountable for pupils' attainment, progress and outcomes;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- Utilise all resources available including support staff and volunteers to ensure maximum impact
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.
- ensure good levels of subject knowledge

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;

- informing the school of reasons for their child's absence;

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

### **Planning**

The foundation for curricular development is the School Action Plan, developed through a process of collaboration between staff, and approved by governors.

At Lenham Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. A thematic approach is taken using Cornerstones Curriculum, which ensures a balanced curriculum with full coverage of the National Curriculum, PSHCE and RE. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan.

Termly plans and weekly plans are recorded on Cornerstones, and all staff members can access them. Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. At Lenham Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and ensuring progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of Cornerstones, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed;
- take responsibility for the bidding of purchases and organisation of central resources for their subjects;

- keeping up-to-date with latest developments.
- Enhancing their subject through staff INSET, displays and themed activities e.g. assemblies, days, focus weeks

### Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, age related learning etc);
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources will be grouped according to curriculum subject;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and meaningful displays.

### Expectations of the Learning Environment

EYFS/KS1	KS2
<ul style="list-style-type: none"> <li>✓ Tidy and organised environment, not cluttered</li> <li>✓ Engaging and inviting Book Corner/reading area</li> </ul>	<ul style="list-style-type: none"> <li>✓ Tidy and organised environment, not cluttered</li> <li>✓ Engaging and inviting Book Corner/reading area</li> <li>✓ Visual timetable- at the front of the room, all children should be able to see it.</li> <li>✓ WOW wall- showing good work from all children</li> </ul>

<ul style="list-style-type: none"> <li>✓ On display Alphabet/Letter formation lines (lower and uppercase)</li> <li>✓ Visual timetable- at the front of the room, all children should be able to see it.</li> <li>✓ On display Number lines /hundred square</li> <li>✓ WOW wall- showing good work from all children</li> <li>✓ Learning ladder on display easily seen by children</li> <li>✓ Silent signal on display</li> <li>✓ Clearly labelled resource trays</li> <li>✓ Maths/English work stations</li> <li>✓ Zones of Regulation</li> <li>✓ Word mats (all subjects) available</li> <li>✓ Finger spacers</li> <li>✓ Writing Rainbow</li> <li>✓ Behaviour levels</li> <li>✓ PRIDE values</li> <li>✓ Vocab to support subjects- written neatly and spelt correctly.</li> <li>✓ Online safety poster</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning ladder on display easily seen by children</li> <li>✓ Silent signal on display</li> <li>✓ Clearly labelled resource trays</li> <li>✓ Vocab to support subjects- written neatly and spelt correctly.</li> <li>✓ Writing Rainbow</li> <li>✓ Zones of Regulation</li> <li>✓ Behaviour levels</li> <li>✓ PRIDE values</li> <li>✓ Easy access to dictionaries and thesaurus</li> <li>✓ Support materials for English and Maths</li> <li>✓ Online safety poster</li> </ul>
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## Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff must inform subject leaders of required resources at the beginning of the financial year.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At Lenham Primary School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as children progress throughout the school, they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Computing is a major resource, which is used across the whole curriculum.

Health and Safety issues are the responsibility of all who work in the school. Two members of staff are nominated as Health and Safety representatives and all problems should be reported to them. These are the Headteacher and Site Manager.

### **Differentiation**

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- Independent choice;
- outcome;
- teacher/adult support.

Differentiated tasks will be recorded in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to individual Learning Plans where appropriate.

Pupils with special educational needs receive support in a variety of ways, all recorded on the Year Group Provision map. Our SENCo works closely with staff to help support additional needs. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

### **Homework**

Homework is considered to be a valuable element of the learning process. (See Homework Policy)

At Lenham Primary School, we use a variety of digital platforms as well as paper based for children to make homework as engaging as possible. Children are expected to take pride in their work and complete all homework set. (See Homework Policy)

We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a lifelong process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy;
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;
- homework may sometimes consist of preparation for work yet to be done;
- children should understand exactly what they are expected to do, how to do it, and how long it should take;
- homework should sometimes involve the participation of the parents;
- children who have made insufficient effort during class time may occasionally be asked to complete work at home.

### **Assessment, Recording and Reporting**

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Year 4 complete the Multiplication Tables Check in June. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Baseline data is gathered in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

There is an Assessment timetable (see appendix) which ensures relevant assessment opportunities across all year groups. There is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in regular Pupil Progress Meetings.

Suitable tasks for assessment include:

- group discussions;
- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- Statutory tests.



Feedback to pupils about their own progress is achieved through discussion and the marking of work.  
Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

All results from assessments are analysed and used to inform future planning. (See Marking and Feedback Policy)

Records of progress kept for each child are:

- updated when needed in line with Schools Pupil Progress Meetings;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

• Reporting to parents is done twice a year through consultations and twice through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

We ensure parents are informed about school events and news, specifically related to each class, through weekly bulletins, termly newsletters (whole school format) and the school website.

### **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Senior Leadership Team. A regular review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Headteacher is entitled to drop in any class at any time to support any monitoring activity.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Therefore;

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At Lenham Primary School we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;

### **Learning Processes and Learning Styles**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

Below shows our Non-Negotiables for the monitoring of teaching and learning.

### **Early Years Non- Negotiables**

<b>Learning Environment</b>
<ul style="list-style-type: none"><li>➤ The environment is secure and there are no safeguarding concerns</li><li>➤ Indoor and outdoor activities complement each other</li><li>➤ Appropriate resources are available for the children to access independently</li><li>➤ Children have the physical space and tools they need to support effective learning</li></ul>
<b>Appropriate Adjustments and Challenge</b>

<ul style="list-style-type: none"> <li>➤ Planning demonstrates materials/strategies to stretch more able pupils</li> <li>➤ Pupils with SEN and EAL are well supported</li> <li>➤ Key groups are known to staff and appropriate provision is in place</li> <li>➤ Children experience a range of curriculum activities</li> </ul>
<b>Adult Interactions</b>
<ul style="list-style-type: none"> <li>➤ Adults use a range of interaction strategies</li> <li>➤ Prompts/scaffolding is used effectively</li> <li>➤ All groups in the class are engaged</li> <li>➤ The pace of activities ensures maximum engagement for all children</li> <li>➤ There is an appropriate balance of child and adult-initiated activities</li> </ul>
<b>Characteristics of Effective Learning and Behaviour</b>
<ul style="list-style-type: none"> <li>➤ Behaviour is well managed</li> <li>➤ There are clear rules and these are consistently enforced</li> <li>➤ Children are displaying the characteristics of effective learning</li> </ul>
<b>Communication and Language</b>
<ul style="list-style-type: none"> <li>➤ The learning environments encourage language development</li> <li>➤ Children are supported and encouraged to express themselves and build confidence</li> <li>➤ Children have the opportunity to speak and listen in a range of situations</li> <li>➤ Staff consider each child's communication and language needs</li> </ul>
<b>Physical Development</b>
<ul style="list-style-type: none"> <li>➤ Children have the opportunity to develop coordination, control and quality of movement</li> <li>➤ Children are helped to understand the importance of physical activity and healthy eating</li> <li>➤ Children are active and interactive</li> </ul>
<b>Personal, Social and Emotional Development</b>
<ul style="list-style-type: none"> <li>➤ Children are helped to form positive relationships and develop respect for others</li> <li>➤ Children are helped to develop a positive sense of themselves</li> <li>➤ Children are helped to learn how to develop social skills and manage their feelings</li> <li>➤ Children are helped to develop confidence in their own abilities</li> </ul>
<b>Questions with Pupils</b>
<b>Children spoken to:</b>
<ul style="list-style-type: none"> <li>➤ Children are positive about their experiences</li> <li>➤ Children are motivated to learn, play and explore</li> <li>➤ Children know what they're doing and begin to acknowledge that they're learning</li> <li>➤ Children are increasingly aware of their strengths and emerging preferences</li> <li>➤ Children feel they get help from adults when needed</li> </ul>

### Key Stage One and Two Non- Negotiables

<b>Learning Environment</b>
<ul style="list-style-type: none"> <li>➤ The environment is uncluttered and there is nothing to impede learning</li> <li>➤ The seating arrangement enables all children to see teacher</li> <li>➤ Displays reflect current topics and support learning</li> <li>➤ Displays reflect the work of all pupils</li> <li>➤ Scaffolds and prompts for learning are clearly visible in the classroom</li> <li>➤ Resources to support learning are readily available (e.g. dictionaries, number lines)</li> <li>➤ The environment is emotionally safe and pupils can take risks and make mistakes in their learning</li> </ul>

<ul style="list-style-type: none"> <li>➤ Support staff are appropriately used</li> <li>➤ Use of Support Staff enables all children to be effective learners</li> </ul>
<b>Appropriate Adjustments and Challenge</b>
<ul style="list-style-type: none"> <li>➤ The pace is suitable to ensure maximum progress for all pupils</li> <li>➤ All groups in the class are engaged</li> <li>➤ Planning explicitly demonstrates material/strategies to stretch more able pupils and support pupils with special educational needs (SEN)/English as an additional language (EAL)</li> <li>➤ Different groups of pupils, such as disadvantaged pupils, are working at age-related expectations</li> <li>➤ There is evidence that planning accounts for priorities identified in EHCP, Personalised plan or Provision Maps.</li> <li>➤ Pupils are given opportunities to develop independence</li> </ul>
<b>Marking and Assessment</b>
<ul style="list-style-type: none"> <li>➤ Praise and verbal feedback is used effectively and in line with the school's marking and assessment policy</li> <li>➤ There is a range of assessment types, including peer-to-peer feedback, self-directed assessment, teacher-led assessment, quality questioning</li> <li>➤ It is clear how learning objectives and success criteria are being applied to promote pupils' learning</li> </ul>
<b>Behaviour</b>
<ul style="list-style-type: none"> <li>➤ Pupils' behaviour is managed well</li> <li>➤ There are clear rules that are consistently enforced</li> </ul>
<b>Book Scrutiny</b>
<ul style="list-style-type: none"> <li>➤ Pupils are making progress and their work is improving</li> <li>➤ Marking adheres to the school's policy</li> </ul>
<b>Questions with Pupils</b>
<b>Children spoken to:</b>
<ul style="list-style-type: none"> <li>➤ Pupils are positive about this subject</li> <li>➤ Pupils are motivated to learn</li> <li>➤ Pupils know what they're learning about, not just what they're doing</li> <li>➤ Pupils are aware of their strengths/weaknesses in this subject</li> <li>➤ Pupils feel they get helpful feedback from the teacher</li> </ul>

### Non- Negotiables for Teaching Assistants

<b>Preparedness for lesson</b>
<ul style="list-style-type: none"> <li>➤ Shares knowledge to inform planning and decision making</li> <li>➤ Able to work collaboratively with classroom teachers and other colleagues</li> <li>➤ Ensures that their own knowledge and understanding is relevant and up to date</li> <li>➤ Helps prepare a stimulating and safe learning environment by organizing and managing physical teaching space and resources in advance of the lesson</li> </ul>

- Understands their responsibility to prepare in advance of lessons, to share knowledge, to know and inform planning and support in lesson design or decision making

**Support during the lesson**

- Demonstrates a level of subject and curriculum knowledge relevant to their role and applies this effectively in supporting teachers and pupils
- Demonstrates expertise and skills in understanding the needs of pupils (including specialist expertise as appropriate)
- Uses effective behaviour management strategies consistently, following the school's policy and procedures
- Contributes to effective assessment and planning by supporting the monitoring and recording of pupil performance and progress
- Communicates effectively with pupils to adapt to their needs and support their learning
- Supports the teacher in ensuring the best possible outcomes for all pupils
- Knows how to contribute effectively to the adaptation and delivery of support to meet individual needs
- Helps maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources